

USING PRAISE – QUESTION – POLISH (PQP) TECHNIQUE IN TEACHING WRITING A HORTATORY EXPOSITION TEXT TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Keterampilan menulis adalah salah satu keterampilan yang paling mendasar bagi semua siswa di tingkat Sekolah Menengah Atas. Namun ada beberapa permasalahan yang sering kali muncul di dalam pengajaran keterampilan menulis, terutama dalam menulis teks *Hortatory Exposition*, seperti terbatasnya kemampuan siswa dalam mengetahui kosakata bahasa Inggris, kurangnya pemahaman mereka dalam menggunakan tata bahasa yang baik, serta faktor ketidaknyamanan kelas yang muncul akibat perlunya pembaharuan dan kreatifitas guru dalam mengelola proses pembelajaran di dalam kelas. Agar siswa dapat menulis secara terarah dan lebih baik, penulis memilih teknik PQP (*Praise – Question – Polish*) sebagai teknik untuk mengajarkan keterampilan menulis bagi siswa. Di dalam prosesnya teknik ini akan meliputi pujian (*praise*), pertanyaan (*question*), dan saran/kritikan (*polish*), serta ide-ide dari pembaca sehingga siswa bisa menulis teks dengan lebih baik. Penulis juga berharap agar teknik ini dapat memberikan kontribusi positif bagi guru dalam mengajarkan kemampuan menulis serta bisa meningkatkan kemampuan siswa dalam menulis.

Key words: keterampilan menulis, *praise-question-polish (PQP)* teknik, *Hortatory Exposition*,

A. Introduction

Language is an extraordinary skill in the world. Every human learns this amazing skill to interact with other social creatures. They need to share many things in their life, such as: ideas, news, histories, suggestions, advices, and many others. They do that because they need to go forward, so they can build a better life in facing their future. Language is an important skill that should be learned by children. In Indonesia, especially in Junior and Senior High School, English will be a very important language that should be mastered by students.

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In teaching and learning English as a native or a foreign language, there are four skills. They are speaking, reading, listening, and writing. In order to master the language well, especially students who learn it as a foreign language have to master those skills. Among those four skills, writing is one important component in learning English.

Writing is an important skill that must be mastered by students in learning English. It is a process of transferring ideas or information from the writer to the reader in a paper. According to Maxwell and Meiser (2011:113) writing is a complex skill. It is a kind of multidimensional skill which has many different features. Every human will always learn this skill and they will use it in every part of their life. Abu Rass (2010) also says that writing is a difficult skill for native speakers and nonnative speakers alike, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. Even it's hard to be learned, this skill will always become a core subject at school.

People write for many reasons. They do it in their daily activity. Brown (2010:260) says that there are three genres of writing that a second language writer might produce in daily life, within and beyond the requirements of a curriculum. The first one is writing for academic writing (papers, essays, journals and etc). Second, write for job-related writing (memos, report, manuals, schedule, and etc.). Third, write for personal writing (shopping list, letters, notes, and etc.).

Teaching writing is a very important part of teaching the English language in Senior High School and it needs special attention. But, it is not so difficult as many teachers and students imagine. In teaching writing according to Badan Standar Nasional Pendidikan in Permendiknas No.41 Tahun 2007 (Standar Proses), there are three phases for teaching activities : Pre- teaching activities, Whilst- teaching activities and Post- teaching activities

A good teacher have to follow all of these regulations. Firstly, the teaching activities are started from pre- teaching activities. In this phase the teacher's role is to prepare the students physically and mentally in learning process, such as: checking the students' attendance and the students' readiness before begin the learning process. If the students seem not ready to study, the teacher has to motivate the students. after that, the teacher starts to introduce the topic by building students' basic understanding about the topic. The teacher can ask students about things that related with the topic that will be learnt. Then, teacher tells lesson objective to the students.

The second, teacher applies whilst- teaching activities. It is the main learning process which purposes to raise learning basic competence stated. It can activate the students in learning as well as to provide opportunities for the students to be creative and independent learners based on their talent and their self development.

There are three activities in whilst- teaching activities as stated in Permendiknas No. 41 Tahun 2007; exploration, elaboration and confirmation. In exploration, the teacher involves the students in the learning activityto

explore information about the topic or material, and facilitate interaction in the classroom. In elaboration activities, the teacher just functions as a facilitator. The students are given opportunity to think, create and produce things from exercises and assignments given both cooperatively and independently. In confirmation activities, the teacher rewards the students' work and facilitates the students to get more learning experience.

Finally, the last activity is post-teaching activities. In this phase, the teacher and the students conclude the lesson well individually or cooperatively. There are also activities in which the teacher evaluates the students learning progression. At the end of the lesson, the teacher should convey lesson plan for next meeting in order that the students can prepare themselves at home.

In teaching writing for Senior High School Students, the teacher should have many reasons to make them interested. Harmer (2011:112) says that the kind of writing we ask students to do depends on their age, level, styles, and interest. It means that in this context, the students in Senior High School can only write the texts that are appropriate with their level. So the students will never feel hard to learning English.

In Senior High School, especially in second grade, there is a hortatory exposition text. Gerot and Wignel (1994:209) state that hortatory exposition text is a kind of text which is used to persuade the listener or reader that something should or should not be the case. According to Depdiknas (2006) hortatory text consists of Communicative Purposes, Generic Structure, and Language Features. The generic structure of this text consists of Thesis, Arguments, and Reiteration/Summing Up and the language features of hortatory text are: focus on generic human and non human participants, using simple present tense, using of mental process, using material processes, using enumeration and using modal adverb.

In teaching writing the hortatory exposition text, teacher can use several techniques. One of the techniques is Praise-Question-Polish technique (PQP). Neubert and McNelis (1990:52) defined PQP technique as one of the techniques regarding group work. It also requires students' critical thinking and good interaction among members in group. PQP technique also gives students an organizational technique in responding their peers' writing and focusing on content features of writing (as opposed to grammatical features). It helps students focus on their writing as well as maintain a positive attitude toward the critique process (Neubert and McNelis, 1990:52).

According to Lewin (2003) this technique is a teaching technique to assist strugglers with the memo feedback writing assignment. It will give a contribution for students in learning process. Each of steps on this technique is developed to teach specific ways to suggest writing revisions.

Neubert and McNelis (1986:58) highlighted the advantages of PQP technique are: (a) Provide focused, informative, specific feedback.

(b) Emphasize use of specific content or process language. (c) Describe what was done and not done. (d) Reinforce, encourage, and support personal writing. (e) Establish relationships of mutual respect.

Lewin (2003) also says that on PQP technique, teacher can use three areas of feedback, they are: (1) P = praise for what you like about the author's writing style or ideas, (2) Q = question(s) for the author to remove any confusion you have and (3) P = polish ideas to the author for improvement in her/his writing

According to Neubert and McNelis (1990) there are two procedures. The first procedure is model quality in comments. It begins by providing instruction in what quality feedback looks like and sounds like. It also provides examples of student's comments and classifies them as vague, general but useful, or specific.

The second process is model and implements the PQP technique. It reminds the students that the purpose of peer review is to note areas of strength and to clarify, justify, and extend texts.

In conclusion, PQP technique is very important to students in learning writing. There are two procedures in PQP; it will be enough easy for the teacher to apply in teaching writing in order to make student more understand how to write a good text. This technique is also important for teacher who needs a good technique in teaching writing, in order to improve student's writing ability easily and more creatively.

B. Discussion

A good teacher must be able to control and manage all of the materials in teaching process. Teacher should also concerns with all of the factors that will influence the process before she or he start to teach, such as; teaching materials, media, and the lesson plan.

In this procedure the teaching technique that will be used in teaching writing is by using PQP technique. They are: Pre-teaching activity, whilst-teaching activity, and post-teaching activity

1. Pre-Teaching Activity

Pre – teaching is the first stage in teaching and learning process. In this stage, the teacher checks the students' readiness to study and guide them to the topic that they are going to learn. First, the teacher greets the students to get their attention. It is only several minutes. After that, the teacher can check the students' attendance. The teacher also checks the learning environment such as asking the students to clean up the rubbish in the class, clean up the white board, and prepare learning equipments such as marker, eraser and ink. However, the most important thing here, the teacher has also to review the last lesson if it is related to the lesson on that day. In short, these pre- teaching activities will only need around 5 or 10 minutes from all of the time that class have.

2. Whilst-Teaching Activity

Whilst-teaching is the core of the teaching and learning process because in this part the teacher does some steps in order to explain the topic deeply. They are Exploration, Elaboration and Confirmation.

1. Exploration

Firstly, the teacher emphasizes the topic that they are going to learn that day (brainstorming), such as showing a picture and asking some questions about that picture to the students. This section will only need around 5 to 10 minutes.

2. Elaboration

The second stage in whilst-teaching is elaboration. This stage is the main stage in the teaching and learning process. In this phase teacher gives some materials related to the topic. For example, teacher gives an example of the text that student going to learn.

After giving an example, teacher may discuss it with the students around 15 to 30 minutes. In this discussion section, teacher can explain more about the language features and the generic structures of the hortatory exposition text. Teacher can lead the students by giving them several of guided questions. Teacher can ask about the purpose, the main idea, the meaning of the text and also the generic structure of the text.

3. Confirmation

In this last stage of whilst teaching, teacher gives the students a chance to make their own text based on the topic given in a small group (consist of 4 or 5 students) in 30 minutes. The topic can talk about the latest issues such as drugs and global warming. Each groups should have different topics, so each students in each groups can discuss the ideas about their own topic. Before they finish their job, the teacher must also to explain the students about PQP technique. Teacher should tell the students that this technique can use to evaluate, revise, and increase their own writing skill by evaluating their friend's writing text. The teacher have a big responsibility to explain the students about some various praises, questions, and polishes style that students can use in revise their friend's writing. Teacher have to tell three important points in using the PQP technique, such as; what is good from your friend's text (praise), what you don't understand (question), and what is your suggestion (polish). For the example;

- a) Praise: What is good about the writing? What should not be changed? Why is it good?

Sentences starters for Praise:

- 1) I like the part where...
- 2) I'd like to know more about....
- 3) You used some powerful words, like...
- 4) I like the way you explained...
- 5) Your writing made me feel....
- 6) I like the order you used in your writing because...
- 7) Your dialogue was realistic, the way (character) said....

Example:

Your first two arguments against offshore drilling were very convincing. You gave 2 or 3 examples for each reason and supported them with details from your research.

b) *Question:* As a reader, what do you not understand?

Sentences starters for Question:

- 1) I was confused with....
- 2) I didn't understand...
- 3) I didn't get...
- 4) What did you mean when...
- 5) How did you come up with....

Example:

Why did you say that the BP Gulf oil disaster "didn't have to happen"? Can you support your opinion with facts?

c) *Polish:* What specific suggestions for improvement can you make?

Sentences starters for Polish:

- 1) Do you need a closing?
- 2) I got confused in the part about.....
- 3) Could you add more to this part because.....
- 4) Could you combine some sentences?


Example:

In your conclusion, you say we need to focus on finding alternative forms of energy. Give some examples of these alternative forms of energy.

To explain it teacher will only need 5 or 10 minutes. Finally the teacher gives each student in each group a PQP memo;

To: _____
 From: _____
 Date: _____
 RE: _____

Memo to the Author

P		P=Praise I like ... It was neat that... That was cool when... I agree with... I was surprised when...
Q		Q=Questions (what confused you) I was confused with... I didn't understand... I don't get... What did you mean when...
P 		P=Polishing (things to improve) I would change... I wish that... I wonder if... I couldn't believe that...

Source: Lois Maxwell Boring Middle School, Boring, OR

After giving the memo, teacher can give some examples of the instructions in the right side. Such as in Praise we can use "I like your second argument", or "I agree with your second argument", etc. Teacher can give some example of Questions and Polishing sentences such as; "What did you mean when you talk about CFC in your first

Sentence?” or “I wish that your last statement could be changed with another sentence.” Then, when they finish, teacher can choose one or two of student’s text randomly to be discussed in the class and show it to all of the groups. The student who write it have to read aloud the text in front of the class. After that Teacher asks the students to write their own statement about the praise, the questions, and the polish from their friend’s text on their own memo. After around 5 minutes, teacher chooses two or three groups to read their member’s comment and revision about their friend’s text from the memo. Their memo can also be written on the board, so all of the students can able to see it.

Teacher may checks the students understanding about the lessons by giving the students some questions that relates to the topic they have learned. Teacher can revise all of the students writing generally and ask them to clarify the writing and make over all of their own texts.

3. Post-Teaching Activity

In this activity, Teacher also need to make a conclusion about the materials by telling the students all of aspects that students need to understand in Hortatory Text, such as; purpose, generic structure, lexico grammatical, etc. After that, teacher gives students homework before close the lesson.

C. Conclusion

Based on previous discussion, it can be concluded that in order to help the students to write a hortatory exposition text, the teacher should pay more attention to material, media and technique that will be used in the class. The teacher is expected to be a good teacher in facilitating the learning process. He or she should be able to use some technique that can help students to understand what they are learning.

In this procedure the teaching technique that will be used in teaching writing is by using Praise-Question-Polish (PQP) technique. It defined PQP technique as one of the techniques regarding group work. It also requires students’ critical thinking and good interaction among members in group. This consist of three phases, praise, questions, and polish. These stages will be able to do in three stages of teaching activities, Pre- teaching activities, Whilst-teaching activities and Post- teaching activities

PQP technique also uses to help students to focus to their writing and give feedback to their writing process. The students tend to be motivated and enjoy with the activities in the each teaching procedures. As a result, the students were not bored and could understand the text more easily. In this journal, the writer suggests to the teacher to create his or/ her class situation more friendly and cooperatively in using PQP technique to enrich students’ knowledge about the text, therefore, the students are not bored with teacher explanation in writing session. In addition, in doing this technique, it is better for teacher to do an activity that is related to student’s level. The activity for example: writing and presenting the student’s text or memo in front of the classroom and analyze or discuss the revision of the text.

Note: this article is compiled based on the writer's paper with her advisor Fitrawati, M. Pd.

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